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ABSTRACT

This report summarizes the progress made between 1980 and 1981 in the implementation of a plan to gather a variety of information about community college transfer students in California. After background on the adoption of the plan is provided, its underlying assumptions and objectives are outlined. Next, progress made in ascertaining the number of community college students eligible to transfer to the University of California (UC) and the California State University (CSU) is detailed. After concluding that it is not possible for community colleges to provide a random sample of high school transcripts for first-time, full-time freshmen that could be used in estimating eligibility for university transfer, the report discusses alternative methods for obtaining this estimate. Next, UC and CSU efforts to establish profiles of transfer students that could be compared with profiles of transfer and non-transfer community college students are discussed. The next sections discuss current sources of information about the performance and persistence of transfer students; concerns related to longitudinal comparisons of transfer students and native university students; and the data on transfer students provided by independent institutions in the state. Finally, information obtained since the publication of the plan in 1980 is provided with respect to rates of transfer, student characteristics, and persistence and performance data. Appendices provide transfer student data and relevant documentation. (HB)

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# REPORT ON THE IMPLEMENTATION OF A PLAN FOR OBTAINING COMMUNITY COLLEGE TRANSFER STUDENT INFORMATION

JC 820 517

CALIFORNIA POSTSECONDARY EDUCATION COMMISSION

BRIEF

Policy Development Committee
Tab 1 : Item B
April 20, 1981

Agenda Title: Report on the Implementation of a Plan for Obtaining Community College Transfer Student Information

Action Item

Summary:

The Commission approved a Plan for Obtaining Community Transfer Student Information in March 1980, in response to budget language adopted during the 1979 session of the Legislature. The document set forth the plans developed by the four segments of postsecondary education for obtaining the kinds of information requested by the Legislature, together with a timetable for reporting such information. The Plan also summarized information about transfer student characteristics and performance which was available at the time of its development.

This report has been prepared as a means of informing the Commission and the Legislature about progress made in implementing the Plan since its adoption one year ago. The report also summarizes new information in two areas which has become available since the Plan was adopted, namely, updated numbers of transfer students to the University of California and the California State University and Colleges, and their performance in the University of California. Additional reports of an informational nature will be brought to the Commission as further progress is made in implementing the Plan.

Recommended Action:

That the Committee forward the report to the full Commission with a recommendation to adopt and transmit as appropriate.

REPORT ON THE IMPLEMENTATION OF A PLAN FOR OBTAINING COMMUNITY COLLEGE TRANSFER STUDENT INFORMATION

BACKGROUND

In March 1980, the Commission approved a Plan for Obtaining Community College Transfer Student Information in response to the following budget language adopted during the 1979 session of the Legislature:

> The California Postsecondary Education Commission, in cooperation with the public and private segments of higher education, shall develop plans for (1) estimating the number of community college students who would be eligible for transfer to the University of California and the California State University and Colleges, (2) describing those who do and do not transfer in terms of sex, age, racial/ethnic group, and EOP/S status, and (3) reporting on the persistence and performance of the transfer students, in comparison with those who entered the systems as freshmen. The plan is to be reported to the Joint Legislative Budget Committee on January 1, 1980, and shall include a reporting date for the results of implementing the plan and recommendations for modifying or removing any barriers to reduce the transfer capability of community college students.

The document set forth the plans developed by the segments for obtaining the information requested by the Legislature, together with a timetable for reporting such information. In addition, the report to the Legislature contained information about ongoing Commission studies and activities related to admissions and articulation. Finally, the Plan summarized the results of existing studies and analyses of data which pertained to the legislation. Members of the Commission's intersegmental Task Force on Admissions and Articulation assisted in the development of the Plan approved by the Commission for submission to the Legislature.

This report has been prepared as a means of informing the Commission and the Legislature about progress made in implementing the Plan since its adoption one year ago. The budget language adopted in 1979 did not call for a report on implementation or the results of the data collection and analysis which were called for in the Plan. In fact, the timetable set forth in the Plan will not produce a great deal of new information until later in the year. Because of increasing interest during the past year in issues relating to numbers and the performance of Community College transfer students, the decision was made to prepare a report on progress in implementing the Plan since its adoption one year ago, in relation to the proposed timetable in the Plan. In addition, new and updated information

which has become available during the year is to be included in the progress report, with supplemental reports to follow as further implementation takes place.

## ASSUMPTIONS UNDERLYING THE Plan

The primary assumption on which the Plan was based was that the data to be provided by the segments would not be conditional on new State funding for their information systems. This assumption does not imply that no additional expense will be incurred in obtaining the information, but that the Plan will be executed essentially within existing resources. Thus, the information to be obtained will fall short of what was sought by the Legislature, at least in the immediate future.

The present limitations and future plans of the Community Colleges for segmental data base development were set forth in detail in the joint segmental report to the Legislature in 1979, Increasing the Rate and Retention of Community College Transfers From Underrepresented Groups. 1/ Additional conditions for Community Colleges participation in the Plan were explained in a memorandum from the Chancellor's Office, dated December 11, 1979. Attention was called in the memorandum to the long-range goal of a State-level information system to be developed over the next several years which would have the capacity to yield the kind of information requested by the Legislature. Note was made of other commitments by the Board of Governors of the Community Colleges in the area of accountability, and of the resources which would be needed to fulfill all such commitments. Finally, the Chancellor's Office indicated that it would conduct a cost-and-time study of the required development of the information system as part of its short-range efforts under the Plan. In the interim, the Community Colleges agreed to provide estimates based on samples of student records, and approximations derived from different data sets, where possible.

The data bases for the University and the State University lent themselves somewhat better than that of the Community Colleges to obtaining the information requested by the Legislature, largely because of the differences in the questions to which each segment must respond. Since the State-level data bases have been developed for purposes of enrollment reporting and student accounting, rather than studies of persistence and performance, the information which implementation of the Plan was expected to yield will generally be less precise than the Legislature wanted.

## SCOPE OF THE PLAN

The first item of information requested by the Legislature was an estimate of the numbers of Community College students who would be eligible for transfer to the University and the State University. Eligibility to transfer is related to a student's eligibility for admission to the University or the State University as a freshman, based on his or her high school record and aptitude test scores. Therefore, it appeared necessary to analyze a sample of high school transcripts obtained for Community College students in order to make a judgment about their probable eligibility for freshman admission to the University and the State University. Students with such eligibility may transfer at any time with at least a C average (2.0) in their Community College work. Transfer requirements for "ineligible" students differ for the University and the State University, with the former including makeup of certain deficiencies in courses taken in high school, as well as requirements involving grade point averages and transferable units.

The second type of information called for in the Plan involved student characteristics--sex, age, racial/ethnic group, and EOP/S status. Community College students who do and do not transfer to the University and the State University were to be described in terms of these characteristics.

Finally, the Legislature requested and the Plan attempted to provide for the collection and analysis of data relating to the persistence and performance of transfer students, in comparison with those who entered the University and the State University as freshmen.

## PROGRESS IN IMPLEMENTING THE PLAN

### Eligibility for Transfer

An assumption underlying this part of the Plan was that a sample of high school transcripts could be obtained for Community College students who were enrolled full time as first-time freshmen, and who were recent high school graduates. The sample was to have been drawn from Community Colleges which require all such freshmen to submit high school transcripts as a condition of enrollment, on the assumption that a sample of such colleges could be constructed which would be representative of all California Community Colleges. In December 1979, the Chancellor's Office surveyed the Community Colleges to find out whether Community College districts were willing and able to provide to the Commission a sample of high school transcripts for first-time, full-time freshmen, with identifying information removed. The need for transcripts was expressed in the Chancellor's memorandum in the broader context of the continuing

concerns of the Legislature and other State-level policy makers about Community College transfer students. A second memorandum requesting cooperation and information was sent by the Chancellor in February 1980 to districts which had not responded to the first.

Replies were received from 79 Community Colleges in 61 of the 70 districts. Policies governing the submission of high school transcripts varied among the campuses in some multi-college districts. In some cases, the district office submitted a response to the survey which was inconsistent with the responses submitted by colleges in the district. Responses to the survey question of what categories of first-time students are required to submit a high school transcript (all first-time students, first-time freshmen, all first-time students enrolling for a specified minimum number of units, first-time freshmen enrolling for a specified minimum number of units, and "other") were not definitive. Although more than 40 percent of the colleges reported that they required some categories of students to submit transcripts, staff learned upon further inquiry that the colleges would not deny permission to enroll to a student who did not comply with the high school transcript requirement. The exception to this generalization was applicants under the age of 18, since they must have the permission of their high school principal to enroll in a Community College if they have not graduated from high school by the time they enroll. Applicants at least 18 years of age are not required to be high school graduates. The law provides that the Community Colleges may admit high school dropouts at age 18 or older who can profit from the instruction offered. Many colleges feel that high school transcripts are not useful in admitting such applicants. In any case, the survey dealt with the availability of high school transcripts for only those first-time Community College students who were high school graduates, since high school dropouts would not ordinarily be eligible for freshman admission to the University and the State University.

Staff concluded that it was not possible to draw a random sample of high school transcripts for first-time, full-time freshmen who were recent high school graduates, for a representative sample of colleges, for use in estimating freshman eligibility for the University and the State University. The major factor in reaching this conclusion was the widespread lack of enforcement of the requirement of the high school transcript as a condition of admission to or enrollment in a Community College. Students who voluntarily submitted high school transcripts could not be used as the population from which to draw a random sample. Furthermore, the colleges with admission policies which required the submission of high school transcripts did not appear to be representative of all California Community Colleges, particularly when the criterion of willingness to make such transcripts available (without cost) for analysis was

applied. The survey results also indicated that more than 40 percent of the colleges which reported did not require high school transcripts to be submitted by any applicants, while about 15 percent encouraged some or all new students to submit transcripts but did not require them to do so.

An alternative to the planned analysis of high school transcripts for students enrolled in the Community Colleges in Fall 1980 would be a comprehensive analysis of eligibility and college attendance which the Commission has proposed. Briefly, the proposal called for (1) the analysis of a sample of transcripts of graduates from all public California high schools, to make estimates of the percentages who would have been eligible for University and State University admission as freshmen, and (2) a multi-year follow-up of the sample to gain information about the flow of high school students into postsecondary education, including certain personal characteristics and their eligibility status with respect to the University and the State University. The alternative, if funded, would not yield the information about eligibility for transfer as quickly as had been proposed in the Plan. However, the sample selected for study would be more reliable than any that could apparently be obtained from the Community Colleges for this purpose.

A second approach to estimating the numbers of potential transfer students in the Community Colleges was proposed in a memorandum from the Chancellor's Office dated December 11, 1979. 2/ Briefly, estimates would be made from the demographic and workload data in the files of the data base in the Chancellor's Office, for EOPS students and for all students, supplemented by data from a Fall 1978 survey of samples of students and districts. The estimates to be produced would be the number of students "emerging" from the Community Colleges in Spring 1979 who were (1) eligible and interested, and (2) eligible but not interested in transferring to a four-year institution. The estimates would then be compared with the numbers of Community College students who did, in fact, transfer to the University and the State University in Fall 1979.

The timetable in the Plan for estimating the numbers of potential transfer students enrolled in the Community Colleges was Spring 1981. In a memo dated February 25, 1981, the Chancellor's Office for the Community Colleges informed the Commission that staff had begun work on estimating numbers of potential transfer students and expected to complete its efforts by May. The memo also called attention to three other activities which were related to commitments made in the joint segmental report to the Legislature, Increasing the Rate and Retention of Community College Transfers from Underrepresented Groups. 3/ The Chancellor's Office has provided funds from the Vocational Education Act, Subpart 3, in 1980-81 (1) to Los Angeles Pierce College to continue a longitudinal study

of the personal characteristics and enrollment patterns of students in districts around the State, and (2) for the refinement and consolidation of various student information system data elements gathered for separate purposes, and for the refinement of methods of conducting student follow-up studies. While both projects have as their chief concerns the development of better information about "vocational" students, they are also expected to produce an improved understanding of those who may be potential transfer students. Finally, the Chancellor's Office staff called attention to revisions in the EOPS funding applications for 1980-81 which included a new "transition" program component and a related expenditure accounting for that component. "Transition" activities were defined as those designed to identify and provide special services to EOPS students who are interested in and/or should be encouraged to transfer to baccalaureate-level institutions. This revision in procedures will yield information about how many EOPS students are receiving "transition" services and how much money is being spent on such services.

## Comparison of Students Who Do and Do Not Transfer

The Legislature requested information about Community College students who do and do not transfer, in terms of sex, age, racial/ethnic group, and EOP/S status. The University and the State University were to construct profiles of their students who transferred to those segments in the Fall Term, using at least the following variables: sex, age, ethnicity, and EOP status after transfer. In addition, the University was to use (1) basis for transfer admission (regular or special action), and (2) eligible or ineligible on the basis of the high school record. The State University intended to add student level and, for students transferring at the upper division level, discipline. The University and State University transfer student profiles would then be compared with the profile of the Community College students most likely to transfer which the Chancellor's Office would have constructed in response to the request for estimates of the numbers of students who were eligible for transfer.

The timetable in the Plan for constructing profiles of the students who transferred called for the use of Fall 1980 data. In a letter dated February 13, 1981, the University expressed the hope that it would be able to provide a tape to the Commission in late spring, for use in constructing the profile of Fall 1980 transfers. The State University informed the Commission in a letter dated February 13, 1981, that it would not be possible to retrieve the data for the profile this spring because of systemwide computer hardware and software conversion. However, the letter continues, the Commission should be able to construct the profile from the student data tape

which is submitted to the Commission annually, except for information about EOP status of students after transfer. In a separate communication, the State University has estimated that about 2,200 new transfer students enrolled with EOP status in 1979-80. The figure includes transfers at both lower and upper division levels, about 95 percent of whom were transfers from Community Colleges. The Chancellor's Office for the Community Colleges has reported that staff has begun work on the construction of profiles and expects to complete its efforts by May.

## Persistence and Performance of Transfer Students

The Legislature requested that plans be developed for reporting on the persistence and performance of the transfer students, in comparison with those who entered the systems as freshmen. The Commission Plan treated transfer student performance and native/transfer student comparisons as separate problems because of differing capabilities to comply with the legislative request. In December 1978, the University reinstituted a statewide system of reporting annually to the Community Colleges on the performance of their students during the first year after transfer, with both campus and Universitywide summaries available. The University had suspended its reports for two years because of legislation relating to the privacy of student records, but included reports for the two missing years when it resumed reporting in 1978. Thus, information has been available for a long period of time concerning the performance of transfer students who were eligible for University admission when they graduated from high school, compared with that of students who were not, in relation to the grade point averages they earned in the Community Colleges. Percentages of transfers with University averages below C, and at B and above, were also provided for each campus and systemwide.

Beginning with the students who transferred in Fall 1978, the University expanded its reporting system to include (1) percentage of students who had not met the Subject A requirement, and (2) average number of units in courses completed for letter grades. The University has also begun the preparation of performance reports for transfer students admitted by special action. A major limitation of the reporting system continues to be the lack of information about transfer students who do not complete their first year at the University, particularly their academic standing when they withdraw. An example of the annual reports now being prepared by the University for each Community College is shown in Appendix A, for transfer students who were eligible for the University when they graduated from high school. The same format is used to prepare summary reports for students who were ineligible for University admission at the time of high school graduation, and for transfer students admitted by

special action, that is, students who were not eligible to transfer because of subject, grade point, or unit deficiencies, or some combination of these three standards.

The University had expected to be able to provide reports on transfer student performance in February of each year at the time the Plan was developed. Reports for the Fall 1978 entrants were not available until Summer 1980, however, and the reports for Fall 1979 entrants are now expected to be available for distribution by June 1981.

The State University has planned a uniform, statewide program of reporting to the Community Colleges similar to that of the University, to be supplemented by campus reports for distribution to feeder colleges. Details were included in the Plan approved by the Commission last year for transmission to the Legislature. The timetable for State University implementation of this part of the Plan was to have been Spring 1981, for students who transferred in the 1979 Fall Term and were still enrolled in the 1980 Fall Term. In a letter dated February 13, 1981, the State University informed Commission staff that it was difficult to estimate at this time when the first performance reports would be available, but that it would probably not be before Spring 1982. Computer conversion complexities were cited as the reason for the delay in implementation. In the same letter, reference was made to the completion of the consultation and planning with the campuses for performance reporting, with the expectation that a memorandum would be issued in March 1981 which would establish systemwide policy on this matter.

## Native/Transfer Student Comparisons

The Plan noted that a major barrier to obtaining comparison data is the lack of a good, operational definition of an appropriate native student group to use in making comparisons with transfer students. Ideally, groups would be matched on the basis of personal and academic characteristics before comparisons were made of grades earned, persistence rates, and time and units needed to obtain a baccalaureate degree. Segmental data bases are not sufficiently precise or complete to allow such matching of native and transfer students, nor is it likely that a very large number of matches could be made. Community College students--even those who transfer--often differ from their counterparts who enrolled in a four-year institution as freshmen in terms of scholastic aptitude, interests, socioeconomic status, and other personal characteristics, even though they might have qualified for admission to the four-year institution on the basis of their high school records.

The results of a longitudinal study of native and transfer students conducted by the State University were summarized in the Plan

approved last year. Information was given concerning both persistence and graduation rates for native students who first enrolled in the 1975 Fall Term and Community College students who transferred in the 1975 Fall Term, with the follow-up continued through the 1978 Fall Term. In the Plan, the State University expressed its intent to follow native and transfer students on a continuing basis, along the lines of the analysis performed in the longitudinal study which was cited. The initiation of this activity has also been delayed for an indefinite period because of the ongoing conversion of all State University computer hardware and software throughout the system.

The University's intention to undertake longitudinal studies which would yield comparisons of native and transfer students was set forth in the Plan, with an initiation date of Fall 1980 when its corporate data system was to have been in place, and with data expected for groups which would transfer in 1982 or 1983. In a letter dated February 13, 1981, the University informed Commission staff that there are no definite plans at this time to undertake longitudinal studies, but that the possibility of starting them would be reviewed along with computing priorities. In the meantime, the report of the University Task Group on Retention and Transfer has been widely circulated in 1980-81, in which comparison data from various sources have been analyzed. 4/ The lack of a State-level, systemwide student data base limited the precision of the comparisons which could be made. However, the findings are believed to be useful as a first step in developing appropriate comparisons of native and transfer students in longitudinal studies.

## Independent Institutions

The Association of Independent California Colleges and Universities (AICCU) was asked to update the status of its capability to make reports on Community College transfer students, from its response in the Plan approved by the Commission a year ago. In a letter dated February 12, 1981, AICCU staff said that the statement submitted for the Plan in December 1979 (Appendix B) remains a good statement for the Association. However, some uncertainty remains concerning the volume of transfer students from Community Colleges to the independent colleges and universities. To date, none of the independent institutions has been able to provide a computer tape to the Commission with student enrollment data. They have estimated the numbers of transfer students admitted and enrolled in a variety of ways, with varying results.

Estimates for 1979-80 ranged from about 3,500 first-time transfer students from the California Community Colleges, to more than 8,000 transfer students enrolled (including continuing students) from

Community Colleges and, in some instances, four-year institutions. The median number reported by institutions providing enrollments of transfer students, rather than first-time transfers from Community Colleges, was 106. Two institutions reported transfer enrollments of at least 500; one institution reported 1,550.

## NEW INFORMATION SINCE THE PLAN

New information has become available since publication of the Plan in March 1980 in the area of numbers of transfers to the University and the State University, their ethnicity, and the performance of transfers to the University, compared with that of native students. Information concerning a series of activities designed to improve the rate and retention of transfers from underrepresented groups which was provided by the Chancellor's Office for the Community Colleges has been reproduced as Appendix C.

The flow of Community College transfer students to the University and the State University for the Fall Terms 1977, 1978, and 1979 is shown in Table 1 for each Community College district. A summary of the flow from 1965 through 1979 is given in Table 2, together with numbers of first-time freshmen for the same years. 5/ The flow of transfers between 1965 and 1979 is also depicted in Figure 1. Between 1978 and 1979, there was an overall decrease of 4.5 percent in the number of students transferring from Community Colleges to the four-year segments--an 8.7 percent decrease in University transfers and a 3.6 percent decrease in State University transfers. This was slightly less than the decrease of 6.0 percent between 1977 and 1978. The peak year for transfer to the University was 1973, with a fairly steady decline since then. The percentage decline in transfer to the University between 1973 and 1979 was 31.0. The long-term decline in transfers to the State University has been less steady than for the University, with large numbers of students transferring throughout the year.

Of the 70 Community College districts, 39 had fewer than 50 students transferring to the University in the 1979 Fall Term. Forty-two percent of the University transfers came from colleges in 8 districts. At the other extreme, 22 of the 70 districts had more than 500 students transfer to the State University in 1979. Proximity to the transfer institution appeared to be an important factor for students transferring to the State University in most parts of the State. With the exception of Contra Costa, each of the districts with at least 500 transfers had at least one State University campus in the county in which it is located. Only 6 Community Colleges--all with enrollments of less than 3,000 students in Fall 1979--sent fewer than 50 transfers to the State University in Fall 1979.

Ethnic distributions of Community College transfer students are shown in Table 3, together with the distribution of all full-time Community College students in Fall 1979, for purposes of comparison. The high percentage of State University transfer students with unknown ethnicity limits the reliability of the findings for that segment, however. About one-third of the full-time Community College students were reported to be in one of the ethnic minority groups in Fall 1979, compared with 21.5 percent of the University transfers and 26.5 percent of the State University transfers. Blacks and Hispanics were represented about equally among the full-time Community College students, but the percentages of Hispanics in the transfer groups were significantly larger than those found for blacks. However, the percentages for both Blacks and Hispanics in the transfer groups were significantly smaller than their representation among full-time Community College students. On the other hand, the percentage of Asians in the University transfer group was significantly larger than the percentage found among full-time Community College students. It was also the largest of the various minority groups in the distribution for University transfers. In the State University ethnic distribution, the percentage for Asians was smaller than those found for Blacks and Hispanics. However, the percentages may be unstable because of the large percentage of "unknown ethnicity" in the State University distribution. Sex differences were found in the distributions of ethnic minorities in the transfer groups which were similar to those found for first-time freshmen in the four-year segments. The percentages of Asian and Hispanic men were larger than the percentages of women in the transfer groups, while the percentages of Black men were smaller than the percentages of transfers in Fall 1979 who were women.

## Performance Data

Mean grade point averages are displayed in Table 4 for Community College students who transferred to the various campuses of the University in Fall 1975 and 1978, the latter being the most recent information available. Both University grade point averages for the first year after transfer and the "entering" averages earned by the students in the Community Colleges have been shown, together with the difference between the two means. Data are displayed separately for Community College students who were eligible for freshman admission to the University on the basis of their high school records (45 percent of the group), and for students who attained eligibility in the Community Colleges (55 percent). An additional 870 transfer students were admitted by special action in Fall 1978, whose performance is not reflected in the mean averages shown in the table.

Universitywide, the average loss in grade point averages experienced by Community College students during this first year after transfer

was less than one-half grade point. The loss was slightly more than a half grade point for some campuses but the mean University GPA was approximately B- (2.8) for all campuses and for both "eligible" and "ineligible" groups in 1978-79. The grade point differential was slightly larger in 1978-79 than in 1975-76. The Community College grade point average for "ineligibles" was higher in Fall 1978 than in 1975, since experimentation in admitting "ineligibles" with a lower GPA had ended by 1978. However, the improvement in University grades was only slight, and the differential was larger in 1978 than in 1975. Additional analysis of the record of grades earned by the 1978 transfer groups showed that, for the "eligibles," 40 percent of the letter grades earned in courses were B or better; 9 percent, below C; and Subject A requirement not met, 9 percent. For the "ineligibles," the comparable percentages were 33, 12, and 9. However, the record of the "specially admitted" students was not as good--21 percent, letter grades of B or better; 21 percent, letter grades below C; and 20 percent, Subject A requirement not met.

Table 5 displays grade point averages earned by transfer students in the University in 1978-79 in another way, that is, percentages with first-year University averages below C and at B or above, by the entering grade point average from the Community College. Numbers and percentages are shown for "eligibles" and "ineligibles" separately. For all Community College transfers, except "special admissions," the percentage with a first-year average of B or above was 36, including 41 percent of the "eligibles," and 33 percent of the "ineligibles." At the other end of the scale, 17 percent of the total group earned first-year averages below C, including 13 percent of the "eligibles" and 20 percent of the "ineligibles." From the display, the observation can be made that Community College students with entering grade point averages of B or better (3.0), who comprised 71 percent of the group which entered in Fall 1979, have a much higher probability of earning a grade point average of at least C in their first year in the University than do transfer students with an entering average below B. Only 14 percent of the regularly admitted transfer students had entering averages below 2.76 (B-). This group had a high percentage of first-year averages below C, and a relatively small percentage at B or above.

A somewhat different view of the performance of Community College transfer students was presented in Retention and Transfer, a University Task Group report dated June 1980. The data were for students who transferred to the University in 1972, 1974, and 1976, and appeared to show increasing academic difficulty during the 1970s. The following appears in the Executive Summary of the report:

> . . . we found that the graduation rates for junior entrants, particularly community college transfers, have been declining and more transfer students are leaving in

> academic difficulty. Approximately 3 of 10 students who transfer to a UC campus from a community college leave within the first year, and approximately one-half of them will leave in academic difficulty. Increasing academic difficulty at the University is most pronounced for those with marginal grades in community college courses. Academic performance has decreased to the point that now two-thirds of all students who transfer from a community college with GPA's between 2.4 and 2.8 are on probation at some time during the first year. 6/

In the body of the report, graduation rates for Community College transfers who survived first-quarter "transfer shock" were said to be 71 percent for transfers eligible from high school and 56 percent for those who were ineligible based on their high school record, compared with 74 percent for native students who became juniors in 1975 when the transfer group first enrolled in the University. Graduation rates were based on the findings from a three-year follow-up which began in 1975. In still another analysis, the University found that only those Community College transfer students who were eligible from high school and who had entering GPAs of at least 3.2 had graduation rates similar to those found for native students, that is, slightly higher than 70 percent. The rates for transfers with lower entering GPAs were 60 percent or less, with a lower rate for "ineligibles" than "eligibles" in all ranges of GPAs. 7/

The Task Group concluded from data for first-time freshmen entering the University in the early 1970s that 6 out of 10 students would graduate from the University within five years, a seventh student after a period of more than five years, and still another from a different college or university. This projected graduation rate of 8 out of 10 students who entered the University as freshmen was compared with a Community College transfer student graduation rate of 6 out of 10 after three years in the University. 8/

Findings from Retention and Transfer concerning the performance of Community College students in the University are not wholly consistent with those from the annual performance reports which the University has been preparing for the Community Colleges for some time. The latter have given a more favorable picture of performance after transfer, at least through 1978-79. Data used in Retention and Transfer were for selected campuses, and for an earlier period of time. Retention and Transfer deals in some detail with first-year attrition among Community College transfer students, which is an aspect of performance in which the annual University reports to the Community Colleges are deficient. Neither numbers dropping out during the first year after transfer nor the level of performance of the dropouts can be inferred from the annual reports. No information is available from any source concerning Community College students

who may transfer from the University to another University campus or to the State University system, perhaps for reasons unrelated to academic difficulties. In any event, the Task Group report raises issues and concerns which cannot be resolved with data now at hand.

Because of the differing conclusions which are being drawn from the findings from the two types of University reports, there may be need to reexamine the format for annual reporting to the Community Colleges on the performance of their transfer students. The annual reports, which have been produced for many years, have tended to reassure the Community Colleges concerning their grading standards and the performance of their transfers in the University, without yielding information about early attrition or persistence to graduation. The Task Group report has provided new information about students who transferred during the mid-1970s, which needs to be updated and expanded to include all campuses.

TABLE 1

FLOW OF TRANSFER STUDENTS FROM THE CALIFORNIA COMMUNITY COLLEGES TO THE UNIVERSITY OF CALIFORNIA AND THE CALIFORNIA STATE UNIVERSITY AND COLLEGES (FALL 1977 - FALL 1979)

Explanatory Notes

1. California Community College enrollments for Fall 1977 and 1978 were obtained from enrollment reports submitted annually to the Department of Finance by the Chancellor's Office.

2. Fall 1977 and 1978 data for the University of California were obtained from enrollment reports submitted by the University to the California Department of Finance.

3 Information for the California State University and Colleges was obtained from Table 9, Undergraduate Transfers from California Community Colleges, published in the Statistical Report Number 8, for 1977 and 1978 Fall Term enrollments.

4. Data for Fall 1979 were obtained from student data tapes submitted to the Commission by the University, the State University, and the Community Colleges.

TABLE 1

FLOW OF TRANSFER STUDENTS FROM THE CALIFORNIA COMMUNITY COLLEGES TO THE UNIVERSITY OF CALIFORNIA AND THE CALIFORNIA STATE UNIVERSITY AND COLLEGES
(FALL 1977 - FALL 1979)

| Community College District | Year | Total Enrollment for Credit | Number of Transfers to | | Nearest CSUC Campus(es) | Percent at Nearest CSUC Campus |
|---|---|---|---|---|---|---|
| | | | UC | CSUC | | |
| Allan Hancock | 1977 | 6,824 | 39 | 207 | San Luis | 33% |
| | 1978 | 7,881 | 38 | 189 | Obispo | 30 |
| | 1979 | 8,195 | 40 | 209 | | 34 |
| Antelope Valley | 1977 | 5,958 | 30 | 158 | Northridge | 42 |
| | 1978 | 5,420 | 25 | 141 | | 38 |
| | 1979 | 6,359 | 21 | 141 | | 38 |
| Barstow | 1977 | 1,766 | 7 | 45 | -- | -- |
| | 1978 | 1,575 | 7 | 40 | | -- |
| | 1979 | 1,547 | 3 | 41 | | -- |
| Butte | 1977 | 6,399 | 15 | 364 | Chico | 81 |
| | 1978 | 7,052 | 19 | 319 | | 86 |
| | 1979 | 7,487 | 10 | 344 | | 85 |
| Cabrillo | 1977 | 8,484 | 176 | 242 | San Jose | 38 |
| | 1978 | 9,177 | 157 | 292 | | 38 |
| | 1979 | 10,160 | 118 | 259 | | 38 |
| Cerritos | 1977 | 21,040 | 24 | 589 | Long Beach or | 75 |
| | 1978 | 20,523 | 46 | 534 | Fullerton | 72 |
| | 1979 | 21,223 | 48 | 520 | | 75 |
| Chaffey | 1977 | 11,685 | 43 | 347 | Pomona | 43 |
| | 1978 | 10,696 | 43 | 336 | | 43 |
| | 1979 | 11,273 | 23 | 257 | | 40 |
| Citrus | 1977 | 8,592 | 19 | 286 | Pomona | 46 |
| | 1978 | 8,775 | 44 | 275 | | 47 |
| | 1979 | 8,665 | 25 | 237 | | 50 |
| Coachella Valley | 1977 | 5,981 | 38 | 106 | -- | -- |
| | 1978 | 5,350 | 28 | 97 | | -- |
| | 1979 | 6,403 | 31 | 92 | | -- |
| Coast | 1977 | 62,693 | 219 | 1,243 | Long Beach or | 74 |
| | 1978 | 59,399 | 323 | 1,343 | Fullerton | 74 |
| | 1979 | 61,742 | 324 | 1,301 | | 71 |

| Community College District | Year | Total Enrollment for Credit | Number of Transfers to | | Nearest CSUC Campus(es) | Percent at Nearest CSUC Campus |
|---|---|---|---|---|---|---|
| | | | UC | CSUC | | |
| Compton | 1977 | 5,935 | 33 | 225 | Dominguez | 48% |
| | 1978 | 5,321 | 10 | 170 | Hills | 49 |
| | 1979 | 5,815 | 3 | 203 | | 43 |
| Contra Costa | 1977 | 33,197 | 260 | 1,022 | -- | -- |
| | 1978 | 31,730 | 300 | 887 | | -- |
| | 1979 | 34,038 | 291 | 998 | | -- |
| El Camino | 1977 | 27,355 | 160 | 825 | Long Beach or | 72 |
| | 1978 | 26,105 | 152 | 765 | Dominguez | 73 |
| | 1979 | 25,880 | 158 | 800 | Hills | 70 |
| Foothill-DeAnza | 1977 | 38,535 | 318 | 1,101 | San Jose | 58 |
| | 1978 | 32,930 | 313 | 1,014 | | 52 |
| | 1979 | 35,196 | 285 | 951 | | 50 |
| Fremont-Newark | 1977 | 8,345 | 16 | 159 | San Jose or | 74 |
| | 1978 | 6,703 | 17 | 203 | Hayward | 75 |
| | 1979 | 7,671 | 12 | 182 | | 74 |
| Gavilan | 1977 | 2,847 | 17 | 91 | -- | -- |
| | 1978 | 2,386 | 11 | 109 | | -- |
| | 1979 | 2,783 | 12 | 76 | | -- |
| Glendale | 1977 | 8,166 | 69 | 307 | Northridge or | 65 |
| | 1978 | 7,715 | 50 | 306 | Los Angeles | 64 |
| | 1979 | 8,960 | 90 | 256 | | 66 |
| Grossmont | 1977 | 15,628 | 79 | 552 | San Diego | 81 |
| | 1978 | 16,001 | 88 | 495 | | 81 |
| | 1979 | 14,615 | 73 | 528 | | 81 |
| Hartnell | 1977 | 5,219 | 36 | 172 | -- | -- |
| | 1978 | 6,359 | 30 | 169 | | -- |
| | 1979 | 7,087 | 30 | 161 | | -- |
| Imperial Valley | 1977 | 4,249 | 22 | 128 | Calexico | 38 |
| | 1978 | 4,659 | 19 | 155 | Center | 34 |
| | 1979 | 4,593 | 17 | 146 | | 44 |
| Kern: Bakersfield | 1977 | 13,535 | 35 | 474 | Bakersfield | 54 |
| | 1978 | 11,073 | 42 | 442 | | 55 |
| | 1979 | 11,818 | 35 | 521 | | 59 |
| Porterville | 1977 | 2,277 | 10 | 93 | -- | -- |
| | 1978 | 2,288 | 9 | 85 | | -- |
| | 1979 | 2,394 | 8 | 74 | | -- |

| Community College District | Year | Total Enrollment for Credit | Number of Transfers to | | Nearest CSUC Campus(es) | Percent at Nearest CSUC Campus |
|---|---|---|---|---|---|---|
| | | | UC | CSUC | | |
| Cerro Coso | 1977 | 3,694 | 6 | 41 | -- | -- |
| | 1978 | 3,565 | 5 | 40 | | -- |
| | 1979 | 3,895 | 2 | 54 | | -- |
| Lake Tahoe | 1977 | 1,354 | 0 | 22 | -- | -- |
| | 1978 | 1,083 | 0 | 19 | | -- |
| | 1979 | 1,181 | 3 | 23 | | -- |
| Lassen | 1977 | 2,364 | 3 | 52 | -- | -- |
| | 1978 | 2,590 | 5 | 55 | | -- |
| | 1979 | 3,044 | 5 | 72 | | -- |
| Long Beach | 1977 | 31,671 | 62 | 833 | Long Beach | 75% |
| | 1978 | 27,353 | 43 | 695 | | 74 |
| | 1979 | 26,203 | 55 | 727 | | 74 |
| Los Angeles | 1977 | 124,534 | 684 | 3,829 | Los Angeles, | 84 |
| | 1978 | 122,725 | 539 | 3,589 | Northridge, | 82 |
| | 1979 | 129,190 | 519 | 3,288 | Dominguez Hills or Long Beach | 84 |
| Los Rios | 1977 | 43,468 | 328 | 1,938 | Sacramento | 80 |
| | 1978 | 39,478 | 314 | 1,668 | | 77 |
| | 1979 | 40,234 | 289 | 1,777 | | 79 |
| Marin | 1977 | 5,770 | 152 | 523 | San Francisco | 59 |
| | 1978 | 9,933 | 145 | 459 | or Sonoma | 59 |
| | 1979 | 9,923 | 138 | 456 | | 53 |
| Mendocino | 1977 | 2,392 | 2 | 69 | -- | -- |
| | 1978 | 2,648 | 2 | 59 | | -- |
| | 1979 | 2,992 | 5 | 48 | | -- |
| Merced | 1977 | 7,255 | 18 | 256 | Stanislaus | 27 |
| | 1978 | 7,743 | 25 | 260 | | 29 |
| | 1979 | 7,690 | 12 | 248 | | 27 |
| Mira Costa | 1977 | 4,982 | 24 | 92 | San Diego | 60 |
| | 1978 | 5,612 | 29 | 99 | | 66 |
| | 1979 | 5,993 | 30 | 94 | | 56 |
| Monterey Peninsula | 1977 | 7,890 | 100 | 234 | -- | -- |
| | 1978 | 8,194 | 99 | 210 | | -- |
| | 1979 | 7,810 | 74 | 191 | | -- |
| Mt. San Antonio | 1977 | 20,149 | 55 | 630 | Pomona | 46 |
| | 1978 | 18,133 | 38 | 602 | | 45 |
| | 1979 | 19,430 | 40 | 520 | | 50 |

| Community College District | Year | Total Enrollment for Credit | Number of Transfers to | | Nearest CSUC Campus(es) | Percent at Nearest CSUC Campus |
|---|---|---|---|---|---|---|
| | | | UC | CSUC | | |
| Mt. San Jacinto | 1977 | 2,602 | 15 | 40 | -- | -- |
| | 1978 | 2,545 | 10 | 34 | | -- |
| | 1979 | 2,723 | 18 | 44 | | -- |
| Napa | 1977 | 5,672 | 38 | 172 | -- | -- |
| | 1978 | 5,024 | 36 | 179 | | -- |
| | 1979 | 5,750 | 30 | 175 | | -- |
| North Orange | 1977 | 31,743 | 107 | 1,225 | Fullerton or Long Beach | 78% |
| | 1978 | 30,500 | 118 | 1,257 | | 77 |
| | 1979 | 29,850 | 105 | 1,165 | | 77 |
| Palo Verde | 1977 | 558 | 2 | 16 | -- | -- |
| | 1978 | 489 | 4 | 7 | | -- |
| | 1979 | 570 | 1 | 12 | | -- |
| Palomar | 1977 | 13,114 | 125 | 341 | San Diego | 61 |
| | 1978 | 13,714 | 96 | 385 | | 59 |
| | 1979 | 14,239 | 102 | 426 | | 63 |
| Pasadena | 1977 | 18,825 | 195 | 782 | Los Angeles | 47 |
| | 1978 | 18,460 | 175 | 642 | | 43 |
| | 1979 | 18,540 | 140 | 647 | | 39 |
| Peralta | 1977 | 32,337 | 177 | 664 | Hayward or San Francisco | 71 |
| | 1978 | 30,287 | 195 | 613 | | 70 |
| | 1979 | 33,263 | 164 | 542 | | 75 |
| Rancho Santiago | 1977 | 13,769 | 27 | 418 | Fullerton | 57 |
| | 1978 | 15,122 | 57 | 381 | | 63 |
| | 1979 | 16,666 | 56 | 342 | | 61 |
| Redwoods | 1977 | 8,066 | 15 | 305 | Humboldt | 64 |
| | 1978 | 8,160 | 18 | 246 | | 63 |
| | 1979 | 8,181 | 14 | 244 | | 61 |
| Rio Hondo | 1977 | 12,943 | 41 | 398 | Fullerton | 36 |
| | 1978 | 11,847 | 22 | 326 | | 29 |
| | 1979 | 10,961 | 23 | 294 | | 30 |
| Riverside | 1977 | 14,137 | 154 | 333 | San Bernadino | 39 |
| | 1978 | 13,422 | 129 | 359 | | 33 |
| | 1979 | 14,006 | 129 | 334 | | 27 |
| Saddleback | 1977 | 14,822 | 72 | 326 | Fullerton | 42 |
| | 1978 | 18,074 | 93 | 292 | | 42 |
| | 1979 | 21,579 | 104 | 315 | | 39 |

| Community College District | Year | Total Enrollment for Credit | Number of Transfers to | | Nearest CSUC Campus(es) | Percent at Nearest CSUC Campus |
|---|---|---|---|---|---|---|
| | | | UC | CSUC | | |
| San Bernardino | 1977 | 18,410 | 101 | 556 | San Bernardino | 58% |
| | 1978 | 17,827 | 92 | 501 | | 55 |
| | 1979 | 17,755 | 64 | 441 | | 58 |
| San Diego | 1977 | 38,865 | 184 | 1,088 | San Diego | 84 |
| | 1978 | 38,694 | 179 | 946 | | 83 |
| | 1979 | 40,759 | 162 | 862 | | 81 |
| San Francisco | 1977 | 26,914 | 189 | 974 | San Francisco | 77 |
| | 1978 | 24,133 | 185 | 915 | | 72 |
| | 1979 | 24,643 | 157 | 821 | | 73 |
| San Joaquin Delta | 1977 | 16,677 | 82 | 511 | -- | -- |
| | 1978 | 15,700 | 93 | 532 | | -- |
| | 1979 | 16,732 | 73 | 483 | | -- |
| San Jose | 1977 | 20,263 | 28 | 474 | San Jose | 86 |
| | 1978 | 18,825 | 28 | 365 | | 78 |
| | 1979 | 20,268 | 23 | 412 | | 79 |
| San Luis Obispo | 1977 | 5,263 | 16 | 162 | San Luis Obispo | 59 |
| | 1978 | 4,567 | 23 | 164 | | 54 |
| | 1979 | 5,001 | 28 | 172 | | 53 |
| San Mateo | 1977 | 32,413 | 205 | 1,079 | San Francisco or San Jose | 64 |
| | 1978 | 30,425 | 199 | 980 | | 60 |
| | 1979 | 30,250 | 189 | 888 | | 62 |
| Santa Barbara | 1977 | 8,506 | 302 | 237 | -- | -- |
| | 1978 | 7,784 | 265 | 256 | | -- |
| | 1979 | 8,075 | 219 | 207 | | -- |
| Santa Clarita | 1977 | 3,127 | 11 | 112 | Northridge | 67 |
| | 1978 | 2,530 | 18 | 112 | | 71 |
| | 1979 | 3,464 | 15 | 81 | | 64 |
| Santa Monica | 1977 | 18,181 | 323 | 489 | Northridge | 47 |
| | 1978 | 17,832 | 253 | 454 | | 47 |
| | 1979 | 17,456 | 237 | 406 | | 48 |
| Sequoias | 1977 | 7,000 | 29 | 329 | Fresno | 65 |
| | 1978 | 7,071 | 35 | 298 | | 59 |
| | 1979 | 7,104 | 37 | 271 | | 60 |
| Shasta-Tehama-Trinity | 1977 | 10,494 | 31 | 239 | -- | -- |
| | 1978 | 9,328 | 29 | 224 | | -- |
| | 1979 | 10,103 | 17 | 200 | | -- |

| Community College District | Year | Total Enrollment for Credit | Number of Transfers to | | Nearest CSUC Campus(es) | Percent at Nearest CSUC Campus |
|---|---|---|---|---|---|---|
| | | | UC | CSUC | | |
| Sierra | 1977 | 8,745 | 51 | 323 | Sacramento | 60% |
| | 1978 | 6,837 | 53 | 263 | | 57 |
| | 1979 | 8,050 | 38 | 263 | | 56 |
| Siskiyous | 1977 | 1,561 | 8 | 59 | -- | -- |
| | 1978 | 1,761 | 10 | 56 | | -- |
| | 1979 | 1,589 | 4 | 65 | | -- |
| Solano | 1977 | 9,520 | 61 | 223 | -- | -- |
| | 1978 | 8,583 | 59 | 215 | | -- |
| | 1979 | 8,907 | 45 | 190 | | -- |
| Sonoma | 1977 | 14,826 | 63 | 593 | Sonoma | 50 |
| | 1978 | 16,277 | 100 | 597 | | 46 |
| | 1979 | 17,910 | 81 | 573 | | 43 |
| South County | 1977 | 18,400 | 66 | 544 | Hayward | 47 |
| | 1978 | 17,102 | 82 | 511 | | 45 |
| | 1979 | 18,826 | 75 | 555 | | 47 |
| State Center | 1977 | 18,952 | 42 | 865 | Fresno | 85 |
| | 1978 | 16,849 | 51 | 816 | | 81 |
| | 1979 | 17,840 | 42 | 785 | | 84 |
| Sweetwater | 1977 | 10,150 | 61 | 366 | San Diego | 76 |
| | 1978 | 10,590 | 35 | 320 | | 81 |
| | 1979 | 11,596 | 24 | 298 | | 80 |
| Ventura | 1977 | 24,456 | 219 | 687 | Northridge | 43 |
| | 1978 | 25,451 | 223 | 650 | | 45 |
| | 1979 | 26,278 | 215 | 612 | | 45 |
| Victor Valley | 1977 | 3,330 | 10 | 82 | -- | -- |
| | 1978 | 2,919 | 16 | 64 | | -- |
| | 1979 | 3,055 | 10 | 74 | | -- |
| West Hills | 1977 | 2,076 | 6 | 69 | -- | -- |
| | 1978 | 1,810 | 9 | 65 | | -- |
| | 1979 | 2,205 | 1 | 55 | | -- |
| West Kern | 1977 | 639 | 2 | 26 | -- | -- |
| | 1978 | 1,010 | 1 | 25 | | -- |
| | 1979 | 1,064 | 2 | 25 | | -- |
| West Valley | 1977 | 20,072 | 142 | 742 | San Jose | 72 |
| | 1978 | 19,440 | 112 | 712 | | 66 |
| | 1979 | 20,992 | 104 | 696 | | 65 |

| Community College District | Year | Total Enrollment for Credit | Number of Transfers to | | Nearest CSUC Campus(es) | Percent at Nearest CSUC Campus |
|---|---|---|---|---|---|---|
| | | | UC | CSUC | | |
| Yosemite | 1977 | 15,525 | 62 | 561 | Stanislaus | 45% |
| | 1978 | 11,153 | 47 | 456 | | 43 |
| | 1979 | 14,047 | 53 | 462 | | 42 |
| Yuba | 1977 | 8,802 | 30 | 266 | -- | -- |
| | 1978 | 6,850 | 28 | 270 | | -- |
| | 1979 | 8,436 | 24 | 226 | | -- |
| TOTAL | 1977 | 1,091,988 | 6,392 | 33,931 | -- | -- |
| | 1978 | 1,047,167 | 6,193 | 31,609 | -- | -- |
| | 1979 | 1,100,222 | 5,654 | 30,458 | -- | -- |

TABLE 2

NUMBERS OF COMMUNITY COLLEGE STUDENTS WHO TRANSFERRED TO THE UNIVERSITY OF CALIFORNIA AND THE CALIFORNIA STATE UNIVERSITY AND COLLEGES, 1965-1979, TOGETHER WITH NUMBERS OF FIRST-TIME FRESHMEN

Explanatory Notes

1. Information about numbers of first-time freshmen and transfer students in the State University was obtained from the most recent California State University and Colleges Statistical Abstract (July 1979) and Report 8 of the 1979-80 Statistical Report of the State University, "Origin of 1979 Fall Term Enrollments."

2. Similar information for University of California students through Fall 1973 was obtained from these same sources. Information for subsequent years was obtained from University internal reports and worksheets, except for 1977 and 1978 transfer student data which were obtained from reports submitted by the University to the California Department of Finance, and 1979 data from the student data tape submitted to the Commission.

TABLE 2

NUMBERS OF COMMUNITY COLLEGE STUDENTS WHO TRANSFERRED TO THE UNIVERSITY OF CALIFORNIA AND THE CALIFORNIA STATE UNIVERSITY AND COLLEGES, 1965-1979, TOGETHER WITH NUMBERS OF FIRST-TIME FRESHMEN FROM CALIFORNIA HIGH SCHOOLS

| Year | Community College Transfer Students | | | First-Time Freshmen Fall Term Only | |
|---|---|---|---|---|---|
| | Fall Term | | Full Year CSUC | | |
| | UC | CSUC | | UC | CSUC* |
| 1965 | 2,948 | 14,603 | -- | -- | 14,023 |
| 1966 | 3,761 | 19,295 | -- | 12,341 | 15,574 |
| 1967 | 3,702 | 22,059 | -- | 13,072 | 16,082 |
| 1968 | 3,785 | 26,596 | -- | 11,665 | 18,844 |
| 1969 | 4,458 | 28,207 | 43,963 | 12,066 | 17,539 |
| 1970 | 5,166 | 29,059 | 49,245 | 13,233 | 18,984 |
| 1971 | 6,154 | 32,546 | 52,989 | 13,637 | 19,306 |
| 1972 | 7,165 | 34,619 | 53,820 | 14,358 | 22,094 |
| 1973 | 8,193 | 33,089 | 51,335 | 15,011 | 22,210 |
| 1974 | 7,813 | 32,646 | 51,144 | 14,915 | 22,886 |
| 1975 | 8,002 | 35,537 | 52,917 | 15,460 | 23,239 |
| 1976 | 7,123 | 32,653 | 51,230 | 14,935 | 23,498 |
| 1977 | 6,392 | 34,001 | 51,159 | 14,820 | 23,867 |
| 1978 | 6,193 | 31,609 | 47,430 | 15,850 | 24,668 |
| 1979 | 5,654 | 30,458 | -- | 16,534 | 25,703 |

*Fall statistics represent about 90% of first-time freshmen who enter during the full year.

FIGURE 1

NUMBER OF STUDENTS WHO TRANSFERRED FROM
COMMUNITY COLLEGES INTO THE UC AND CSUC SYSTEMS
(FALL TERM ONLY)

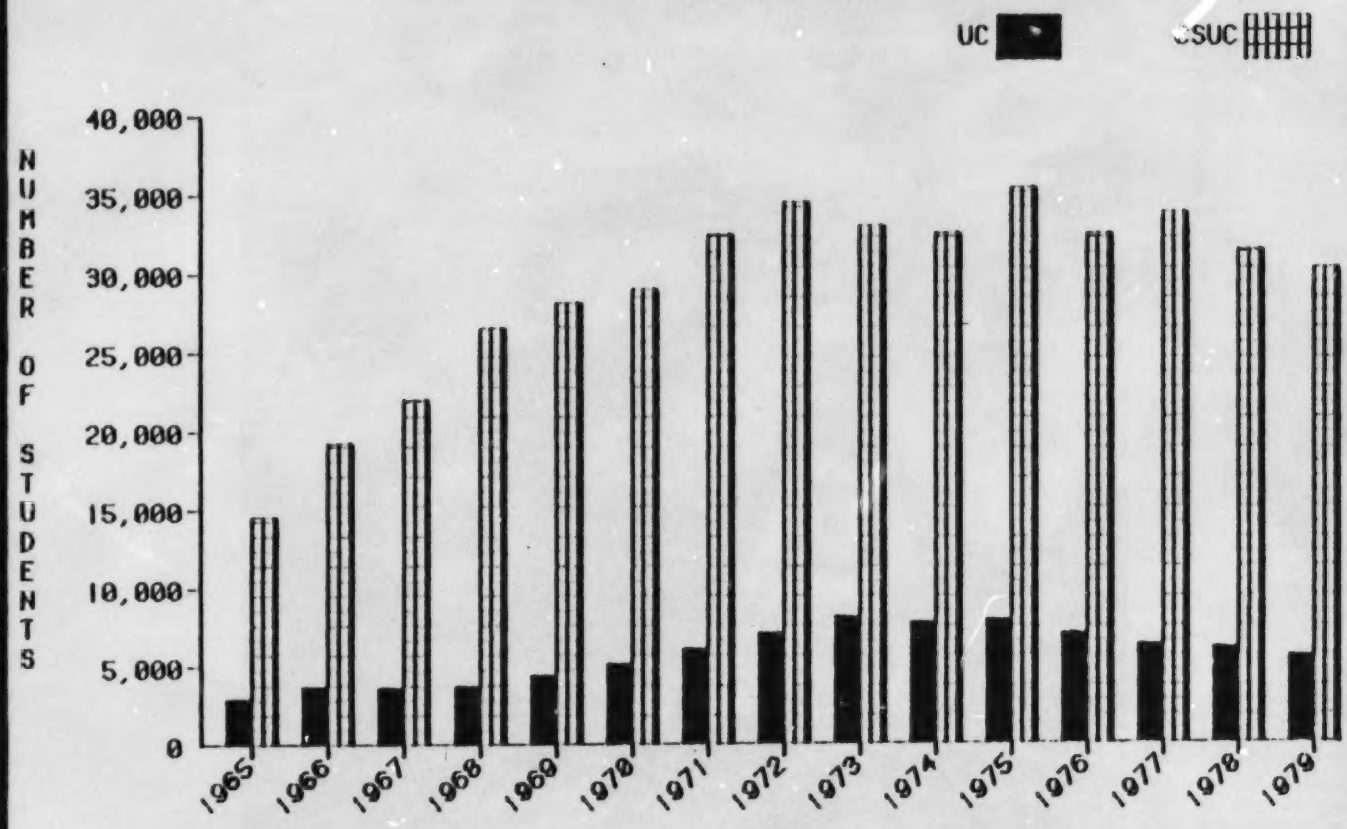

TABLE 3

ETHNIC DISTRIBUTIONS OF COMMUNITY COLLEGE TRANSFER STUDENTS TO THE UNIVERSITY AND THE STATE UNIVERSITY, COMPARED WITH THAT OF ALL FULL-TIME COMMUNITY COLLEGE STUDENTS
(Fall 1979)

| Ethnic Group | Type of Students* | | |
|---|---|---|---|
| | Full-time in Community Colleges | Transfer to the University | Transfer to State University |
| American Indian | 1.5% | 0.7% | 1.6% |
| Asian | 6.9** | 8.8 | 6.6 |
| Filipino | -- | 1.2 | 1.8 |
| Black | 12.2 | 3.3 | 6.8 |
| Hispanic | 12.1 | 7.5 | 9.7 |
| White | 67.3 | 78.5 | 73.5 |
| Unknown | 0.1 | 6.8 | 36.6 |

*Columns add to 100 percent, exclusive of the "unknown."
**Includes Filipinos.

TABLE 4

MEAN GRADE-POINT AVERAGES EARNED BY
COMMUNITY COLLEGE STUDENTS BEFORE AND DURING
THE FIRST YEAR AFTER TRANSFER TO THE UNIVERSITY
(1975-76 and 1978-79)

| Campus* | Year | Mean Entering Grade Point Average | | Mean University Grade Point Average | | Mean Differential | |
|---|---|---|---|---|---|---|---|
| | | Eligible | Ineligible | Eligible | Ineligible | Eligible | Ineligible |
| Berkeley | 1975 | 3.37 | 3.16 | 2.89 | 2.68 | -.48 | -.48 |
| | 1978 | 3.42 | 3.35 | 2.91 | 2.83 | -.51 | -.52 |
| Davis | 1975 | 3.33 | 3.06 | 2.85 | 2.54 | -.48 | -.52 |
| | 1978 | 3.34 | 3.19 | 2.84 | 2.72 | -.50 | -.47 |
| Irvine | 1975 | 3.28 | 3.07 | 2.84 | 2.71 | -.44 | -.36 |
| | 1978 | 3.29 | 3.22 | 2.94 | 2.74 | -.35 | -.48 |
| Los Angeles | 1975 | 3.33 | 2.92 | 2.84 | 2.49 | -.49 | -.43 |
| | 1978 | 3.41 | 3.19 | 2.86 | 2.70 | -.55 | -.49 |
| Riverside | 1975 | 3.30 | 3.00 | 3.02 | 2.78 | -.28 | -.22 |
| | 1978 | 3.42 | 3.24 | 2.91 | 2.91 | -.52 | -.34 |
| San Diego | 1975 | 3.30 | 3.03 | 2.93 | 2.69 | -.37 | -.34 |
| | 1978 | 3.28 | 3.21 | 2.76 | 2.74 | -.52 | -.47 |
| Santa Barbara | 1975 | 3.26 | 2.97 | 2.95 | 2.66 | -.31 | -.31 |
| | 1978 | 3.20 | 3.13 | 2.82 | 2.74 | -.37 | -.39 |
| Total | 1975 | 3.32 | 3.01 | 2.88 | 2.62 | -.44 | -.39 |
| | 1978 | 3.34 | 3.23 | 2.86 | 2.76 | -.48 | -.47 |

*Data for the Santa Cruz campus are not included in the table since University grade point averages are not available for students at that campus.

TABLE 5

PERCENTAGES OF TRANSFER STUDENTS IN CERTAIN RANGES
OF COMMUNITY COLLEGE AND UNIVERSITY GRADE-POINT AVERAGES
BY ELIGIBILITY FOR FRESHMAN ADMISSION TO THE UNIVERSITY
(1978-79)

| Entering Grade Point Average (CCC) | Freshman Eligibility Status | N | University Grade-Point Average | | | |
|---|---|---|---|---|---|---|
| | | | Below C | | B or Above | |
| | | | N | % | N | % |
| Less than 2.00 | Eligible | 15 | 3 | 20 | 8 | 53 |
| | Ineligible | 27 | 9 | 33 | 5 | 19 |
| 2.00 - 2.25 | Eligible | 26 | 14 | 54 | 2 | 8 |
| | Ineligible | 15 | 6 | 40 | 2 | 13 |
| 2.26 - 2.50 | Eligible | 67 | 21 | 31 | 5 | 7 |
| | Ineligible | 100 | 39 | 39 | 7 | 7 |
| 2.51 - 2.75 | Eligible | 129 | 44 | 34 | 12 | 9 |
| | Ineligible | 225 | 88 | 39 | 19 | 8 |
| 2.76 - 3.00 | Eligible | 238 | 52 | 22 | 27 | 11 |
| | Ineligible | 388 | 82 | 21 | 53 | 14 |
| 3.01 - 3.25 | Eligible | 303 | 28 | 9 | 77 | 25 |
| | Ineligible | 452 | 88 | 19 | 102 | 23 |
| 3.26 - 3.50 | Eligible | 371 | 35 | 9 | 135 | 36 |
| | Ineligible | 432 | 73 | 17 | 152 | 35 |
| 3.51 - 3.75 | Eligible | 375 | 29 | 8 | 225 | 60 |
| | Ineligible | 382 | 36 | 9 | 215 | 56 |
| More than 3.75 | Eligible | 354 | 20 | 6 | 273 | 77 |
| | Ineligible | 289 | 31 | 11 | 205 | 71 |
| Total | Eligible | 1,878 | 246 | 13 | 764 | 41 |
| | Ineligible | 2,310 | 452 | 20 | 760 | 33 |
| | Total | 4,188 | 698 | 17 | 1,524 | 36 |

## FOOTNOTES

1/ California Postsecondary Education Commission, Staff Comments on "Increasing the Rate and Retention of Community College Students from Underrepresented Groups" (Sacramento, July 9, 1979).

2/ California Postsecondary Education Commission, Plan for Obtaining Community College Transfer Student Information (Sacramento, March 1980), pp. 9-11.

3/ Ibid, pp. 20-21.

4/ A brief summary of the findings from Retention and Transfer: A Report of the Task Group (Berkeley, Office of the Academic Vice President, University of California, June 1980) is given on p. 13.

5/ Tables have been reproduced from College-Going Rates in California: 1979 Update (A Summary) (Sacramento, California Postsecondary Education Commission, February 1981).

6/ Op. cit., Retention and Transfer: A Report of the Task Group, pp. v-vi.

7/ Ibid, p. 23.

8/ Ibid, p. v.

## APPENDIX A

Sample of University of California
Summary of First Year Performance for New Students Entering Fall Quarters

SCH400A

UNIVERSITY OF CALIFORNIA

SUMMARY OF FIRST YEAR PERFORMANCE FOR NEW STUDENTS ENTERING FALL QUARTERS -

SCHOOL: SAMPLE

DISTRICT:

STUDENTS CHARGED TO SCHOOL AND ELIGIBLE FROM HIGH SCHOOL

| YEAR & CAMPUS | ENTRANTS | CHARGED TO SCHOOL | SUBJECT A NOT MET - % | TOTAL IN CALC | --GRADE POINT AVG--- C.C. | U.C. | DIFF. | ----COURSES COMPLETED-- -----FOR LETTER GRADE-- AVG UNITS | BELOW C - % | B OR ABOVE-% |
|---|---|---|---|---|---|---|---|---|---|---|
| 1978-79 | | | | | | | | | | |
| BERKELEY | 23 | 3 | 0.00 | 3 | 3.891 | 3.435 | 0.456- | 38.3 | 0.0 | 100.0 |
| DAVIS | 14 | 7 | 0.00 | 7 | 3.335 | 2.805 | 0.530- | 40.9 | 14.2 | 42.8 |
| LOS ANGELES | 75 | 40 | 2.50 | 36 | 3.443 | 2.896 | 0.547- | 35.4 | 16.8 | 50.0 |
| RIVERSIDE | 1 | 1 | 0.00 | 0 | 0.000 | 0.000 | 0.000 | 0.0 | 0.0 | 0.0 |
| SAN DIEGO | 8 | 5 | 20.00 | 4 | 3.034 | 2.808 | 0.226- | 35.5 | 0.0 | 50.0 |
| SANTA CRUZ | 5 | 2 | 0.00 | 2 | 3.619 | 0.000 | 0.000 | 0.0 | 0.0 | 0.0 |
| SANTA BARBARA | 23 | 9 | 0.00 | 9 | 3.165 | 2.783 | 0.382- | 33.8 | 11.1 | 22.2 |
| IRVINE | 26 | 12 | 0.00 | 9 | 2.923 | 2.891 | 0.032- | 46.2 | 11.1 | 33.3 |
| TOTAL | 175 | 79 | 2.53 | 70 | 3.338 | 2.891 | 0.447- | 36.2 | 12.8 | 44.2 |

A-1

# APPENDIX B

Letter From the Association of Independent California Colleges and Universities
on
The Independent Campuses and the Community College Transfer Students: Policy, Practices, and Patterns

AICCU
ASSOCIATION OF INDEPENDENT CALIFORNIA COLLEGES AND UNIVERSITIES
37 BROOKHOLLOW DRIVE • SANTA ANA CALIFORNIA 92705 • TELEPHONE (714) 546-7778

5 December 1979

TO: Dorothy M. Knoell
California Postsecondary Education Commission

FROM: John R. Thelin
Assistant Director, AICCU

RE: Task Force on Admissions and Articulation

The Independent Campuses and the Community College Transfer Students: Policy, Practices, and Patterns

The AICCU Research Staff has prepared and submitted this summary report to the CPEC Task Force on Admissions and Articulation to demonstrate the independent college and university segment's concern and involvement with increasing the rate and retention of community college transfer students. Our report attempts to provide information in two areas:

* Published and public statements of policy toward community college transfers which have been distributed by AICCU and by its member institutions.

* Data which contributes to analysis of the extent to which the publications and policy statements are being pursued and fulfilled.

Together, these two areas enable statewide planning in higher education to gauge the size and significance of the independent campuses in articulation -- and to identify better both problems and solution strategies. Specifically, we have investigated and prepared the data with the following questions in mind:

* Significance: To what extent have the independent campuses played a numerically important role in community college transfer patterns?

* Accomodation: How many spaces (and what percentage of total undergraduate spaces) have AICCU institutions provided for prospective community college transfer students?

* Access: Have the independent campuses encouraged community college transfer applicants, with special attention to the needs and questions which these students bring to the four-year institution? In other words, have the independent campuses gone beyond merely "making space available" toward comprehensive provision for attracting, informing, and admitting the community college students?

* Attractiveness: Given the above efforts made by the independent campuses, to what extent have the curricula, programs, and educational opportunities offered by the campuses been perceived (and accepted) by the community college transfer students as worthwhile and realistic?

Since AICCU is not a system, it is neither possible nor proper to posit a single set of standards by which the AICCU member institutions appraise transcripts and educational records presented by community college transfer students. We do find, however, that the 56 member institutions do share a general commitment to encouraging applications from community college transfer students. For example, each year AICCU publishes and distributes an elaborate informational brochure designed especially for the community college transfer student. Attached for the Task Force's perusal is a sample copy of When It's Time to Transfer. . . Consider Going Independent. According to the AICCU Publications staff, copies of the brochure were distributed as follows:

> 20,000 brochures were printed and distributed in 1978. The Counseling Office and Career Center at each California Community College were sent cover letters with invitation and instruction for ordering copies, gratus.

Furthermore, the AICCU Counselor's Directory and Handbook has been sent to community colleges throughout the state. Both the student brochure and the counselor's directory provide information on specific campuses and on programs, financial aid, deadlines which are of general interest.

Directors of Admissions at AICCU member institutions report that participation in and representation at College Fairs and College Days sponsored by community colleges are regular and recurrent parts of the admissions staff activities.

A review of admissions offices and practices in the AICCU Directory indicates that each four-year undergraduate college does have provision for accepting applications from community college transfers -- either at the same time that applications from high school seniors are received, or, in some cases, Directors of Admissions have added times throughout the year when transfer applications are considered.

Community College transfer students constitute a significant part of the undergraduate enrollment within AICCU institutions. Our survey of 39 independent colleges and universities which offer the bachelor's degree includes the following data for Fall 1978:

* 8,066 community college transfer students enrolled at AICCU campuses

How significant is this figure? During the same academic period, the 39 AICCU institutions enrolled 15,266 students. Hence, in a given academic year, community college transfer students represented more than one-third of all undergraduates who enrolled for the first time in California's independent campuses.

We know of no benchmark which signifies wholly sound policy or practice in an undergraduate college's mix of enrollees from secondary school and from community college transfers. However, if one assumes that parity achieves balance, a ratio of community college transfers enrolled to first time freshmen enrolled does provide a useful index; i.e., a campus which enrolled the same number of community college transfers as it enrolls freshmen from secondary school would have an index of 1.0. Using this indicator, our survey reveals the following configurations:

* Over 75% of the AICCU institutions have an index of 0.25 or better

* Over 45% of the AICCU institutions have an index of 0.50 or better

* Over 19% of the AICCU institutions have an index of 0.75 or better

* Over 16% of the AICCU institutions have an index of 0.90 or better

* The index for all AICCU institutions surveyed is 0.53

Enrollment figures reveal only part of the complex process of student choice and institutional attraction. By looking at the application and admissions figures which accompany the 8,066 community college transfers who enrolled at the independent campuses we can obtain increasingly sophisticated analyses of the multiple step process in college choice and college attendance.

Survey data suggests that AICCU institutions succeeded in attracting applications from community college transfer students, and that these applicants qualified for admission at a high rate. Specifically, 18,812 community college transfer students applied for admission; from that applicant pool, 13,800 were ofered admission, and 8,066 accepted the offer. Translated into percentages, almost 75% of the community college transfers who applied to AICCU campuses were granted admission; and, almost 60% chose to enroll. Clearly, this demonstrates a good match between institutions and individuals. We do not discern any syndrome whereby community college transfer applicants are given false hopes or unrealistic counsel; i.e., those who have chosen to apply usually are offered admission, and usually choose to enroll.

The aggregate data masks a number of interesting and important campus case studies. Mills College, a liberal arts college for women in Oakland, indicates the accessibility which the four-year independent campus holds for California's community college transfer students. Mills College received applications from 200 community college transfer students; 160 were offered admission, and 110 chose to enroll. This was an application/ admission yield of 0.80 and an admission/ enrollment yield of 0.69. And, Mills College's entering freshman class was 190 -- suggesting admirable balance and mix in institutional composition.

In many cases, a community college transfer applicant stands a better chance of gaining admission to a college than does a secondary school senior who applies for freshman admission. At Pomona College, for example, 47% of applicants for freshman admission were offered admission; during the same year, 49% of the community college transfer applicants were offered admission. A similar pattern emerges in the data for the University of Southern California where 54% of the freshman applicants were admitted and 56% of the community college transfer students who applied were admitted.

As suggested by the index summaries presented on page 3, a number of AICCU member institutions have exceptionally high numbers and percentages of students who transferred from community colleges. Golden Gate University in San Francisco enrolled 55 freshmen last year, while enrolling 311 community college transfer students. This is an index of 5.65.

These summaries and inventories offer a positive and encouraging preliminary answer to the questions of access, accomodation, and attractiveness which the independent four-year campuses hold for those students at California's community colleges who wish to pursue the bachelor's degree. One area to which we would like to bring your research and your discussion is that of information and counsel which community college transfer students receive while enrolled at the community college; i.e., do these students receive sufficient information and advice concerning the independent colleges as an option? Are the advising and counsel staffs at California's community colleges aware of and supportive of the diverse and sound educational programs available to their advisees and counselees? Cooperation at this crucial juncture will be integral to increasing the rate of transfer from the community college to the independent four-year campus.

# APPENDIX C

Excerpts From a Memorandum From Chancellor Gerald Hayward, California Community Colleges, Dated February 26, 1981, Concerning Activities to Improve the Rate and Retention of Transfers From Underrepresented Groups

"II. 'Identify and provide staff and fiscal resources to direct a concerted professional development effort among community college counselors and faculty aimed at improving the rate and retention of transfers from underrepresented groups . . .'

A. The chief (or 'umbrella') mechanism for this professional development effort has been the deliberation, at five consecutive meetings of the College Services Advisory Committee (between March 1980 and January 1981), of the issue of 'the transfer decline.' (NOTE: The committee is comprised of ten representatives of the Chief Student Services Administrators Association and the statewide presidents of 13 associations of other student services groups, such as Deans of Admissions and Records, EOPS Directors, CCC Counselors Association, etc. Each association, in turn, deliberates in its regional and state meetings the topics on the agenda of CSAC.) The results of these deliberations have resulted in many individual district efforts to assign higher priority to transfer advising. In addition, and most recently, thes deliberations have resulted in an agreement among the CCC Academic Senate, the Chief Student SErvices Administrators and the Admissions and Records Deans to conduct a series of ten regional meetings for the purposes of:

(a) Developing definitions of the term 'potential transfer student;' and

(b) Identifying issues related to the 'transfer decline' which deserve further study.

B. The Chancellor's staff has made the early identification of potential transfers a high priority in its meetings with the Chancellor's Advisory Committee on Counseling and this, like the CSAC deliberations, has resulted in efforts in individual colleges to improve transfer advising.

C. The Chancellor's Office, in consort with the Offices of Relations with Schools of the California State University and Colleges and the University of California, sponsored and co-funded the first in a series of intersegmental counselor conferences in Fresno in December 1980. In addition to bringing together counselors from all three public segments, the agenda focused on intersegmental cooperation in identifying and counseling potential transfer students.

D. State-provided Student Affirmative Action funds for community colleges for 1980-81 have been used to support three 'transition' projects designed to prepare disadvantaged, handicapped, and female students for transfer to the four-year segments. The projects, located in Sacramento, San Diego, and Modesto, all feature consortial arrangements among community colleges and public and private baccalaureate institutions in each region and provide for concurrent enrollment in the students' 'sophomore' year, as well as special orientations to the four-year institutions requirements and milieus.

E. EOPS Special Project funds, in the amount of $40,000, are being used to fund a fourth project, like those described in 'D' above, at Fullerton. In addition, the Board of Governors, in February 1980, took action to assure that a portion of EOPS Special Project funds will be used each year for the foreseeable future to fund at least one project designed to facilitate the transfer of EOPS students to baccalaureate institutions.

F. An intersegmental task force of EOP and EOPS personnel has produced a report, already reviewed by CPEC, which identifies existing barriers to transfer of EOPS students to EOP programs and posits solutions for ameliorating those barriers. It is expected that, during 1981-82, all three segments will identify sources of funds to implement those solutions which cannot be implemented within existing program budgets. In the community colleges the most obvious source is EOPS Special Project funds, though it has also been proposed that VEA Subpart 3 funds may be made available for projects involving students in vocational programs requiring baccalaureate degrees (e.g., business and health occupations).

G. In 1980-81 VEA Subpart 3 funds in the amount of $44,788 are being utilized in the San Mateo Community College District to develop a model in-service training project for strengthening cooperation between counselors and instructional faculty in providing 'career planning for non-traditional students.' While this effort is aimed chiefly to benefit 'vocational' students, it is expected that the 'sensitizing' of counselors and faculty to the needs of such students will result in the identification of increased numbers of students who ought to be encouraged to transfer to baccalaureate institutions.

III. 'Cooperate with the Commission (i.e., CPEC) in the development of statewide community advisement centers'

While there appears to have been little effort on the part of the Commission to initiate such cooperative efforts, it is true that community colleges do participate in the 'CAL-SOAP' projects, some of which feature community advisement center features.

IV. 'Identifying funding sources which would permit intersegmental cooperation and innovation in identifying and recruiting potential transfer students'

From the comments above, it is apparent that a number of funding sources have been utilized to launch efforts for this purpose--they include VEA Subpart 3 funds, EOPS Special Project funds and Student Affirmative Action monies. In addition, the intersegmental counselors conference was jointly funded by the segmental offices utilizing their own contract funds for support of conference presentors. And, finally, the community college districts have contributed greatly to the support of their personnel's efforts in the several committees and task forces mentioned above."

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